# Obstinate Actions-Oriented Behaviour towards Applying Theoractive Learning: An Ontology of Educational Learning and Leadership Theories in Practice

**Mani Man Singh Rajbhandari** * [1]

[1] Professor/Researcher, CENTRUM Graduate School of Business, Pontificia Universidad Catholica del Peru. Lima, Peru, mannierajbhandari@hotmail.com  mrajbhandari@pucp.edu.pe

**Abstract**

*Obstinate actions-oriented behaviour is the study of learning and practicing behaviour theoractively, which is acquired from the content based, process based learning and spawning critical reflexivity to the learnt theoretical phenomena into practical actions. Obstinate actions-oriented behaviour is a multi-faceted behaviour that is generally applied to gain success and to become effective through the ontology of theoractive learning. Obstinacy actions-orientation, in this study, is viewed in a positive light; and denotes a self-willed, natural and nurturing action towards the tenacious pursuit of a self-desired goal. This action is achieved by applying learning theories to practice, thus displaying theoractiveness, with self-willed obstinacy towards the individual goal or the organizational goal. Theoractive learning is grounded in content and process learning in order to generate critical reflexivity with which to judge and evaluate the learnt behaviour of an individual. This paper is conceptually designed and accumulates various relevant theoretical literature within organizations and leadership with a purpose to support the conceptual commentary. Terminologies used in this paper are precisely described and illustrated. The meanings were elucidated and supported by integrating the leadership theories. Theoretical consciousness can play a pivotal role in shaping an individual's competences, and in generating a theoractiveness; however, theories are often limited to content learning. Nonetheless, process-based orientation subconsciously implements these theories at a higher educational level. Obstinate actions orientation consists of both an art-obstinacy and a science-obstinacy. Teaching by the "what method" is a science-obstinate action, whereas, teaching by the "why and how" method is an art-obstinate action. Actions-oriented behaviour enables followership movement towards the leader's desired conducive climate, creating a dominant leadership style within the context, and maintaining a leadership style fix.*

**Keywords:** Content learning, process learning, critical reflexivity, leadership theories, action-oriented behaviour, theory and practice.

**Introduction**

*Theoractive learning* has multidimensional facets that integrate theory into practice. According to Rajbhandari et al. (2011), *theoractive learning* is both content and process-based learning that instigates critical reflexivity (see Figure 1). Content learning is necessary in order to view how theory and practice intertwines, generating process learning. Moreover, learning occurs when one understands the attribution errors of perceived behaviour (Berry, 2015). Attribution errors (Harvey, Town, and Yarkin, 1981) towards materials or objects can be viewed through multi-idiocrasy lenses and are the main contributors for critical reflexivity.

Generally, in higher education, theories are primarily a basic subject from which learning takes place. However, theories are usually taught without much deviation or

respect to the development of the theory, including the interpretations of such theories, which is an example of obstinate actions. The obstinacy in this study is represented in a positive light, which illustrates the skills and abilities needed for generating competences, by applying theories into practice, in order for success to be achieved. Suzawa (2013) states that it is necessary for an individual to know how to successfully cope in a real world where knowledge is rapidly changing. Obstinacy action in this study denotes the self-willed nature of an individual towards a group or individual that is in pursuance of a desired goal. This self-willed obstinacy centralises around the individual goal or the organizational goal. Nevertheless, in a positive light, obstinacy is the driving force that reduces and even eliminates the restraining forces within the environmental parameters for remaining successful. Moreover, in all these cases, theoretical consciousness can play a pivotal role in shaping individual competences, generating a *theoractiveness*. However, theories are often limited to *content* learning, while *process*-based orientation implements these theories, at a higher educational level, in a *subconscious* or *unconscious* manner. Usually process-based orientation and content learning are difficult to amalgamate, nevertheless, these can be used to enhance each process.

Without the theory-based content, higher education is considered a weak syllabus, as the content, at a higher education level, is so complex that one has to memorize it by heart; for example, written exams, where the illustrations of theories need to be learnt by rote (Rajbhandari et. al., 2011). Most social and management theories that are still present in the higher education syllabus have been constructed from rigorous experimentation and exploration; this contributes towards the success and upliftment of each social welfare and management organization, which in reality would not have been possible. Suzawa (2013) suggests that teaching devices and techniques must adhere to the relevant and current theories to make it receptive with the teaching and learning processes, which generates critical and creative thinking process through professional development and activities. Therefore, organizations are successful due to *action-oriented leadership behaviour* (Rajbhandari, 2017a) based on *obstinate actions-oriented behaviour* and by being *street-smart* (Rajbhandari, 2013). This *action-oriented* behaviour can be defined as either the theory *action-oriented* or non-theory *action-oriented*; both types achieve success.

*Theoractively*, *action-oriented* leadership behaviour combines *relations-oriented behaviour* and *task-oriented behaviour* (Rajbhandari et al., 2016; Northouse, 2010; Hersey and Blanchard, 1988) in order to produce a leadership conducive environment. On the other hand, *non-theoractiveness action-oriented* behaviour generates a climate favourable to the leader's style adaptation, due to the leader's obstinate actions. Nevertheless, in both of these types of *obstinate actions-oriented behaviour* the leader is able to generate a specific *style-fix* to match the teaching or learning situation, and the followership domain (Rajbhandari 2017a), by stipulating leadership behavioural articulation towards maintaining *leadership elasticity* (Rajbhandari, 2017b).

Theories in absolute science are tested by hypothetico-deductive methods, based on observations and data that require data to be organized into theories. However, in social science, where absolutism is almost non-existence, common laboratory apparatus cannot be used to study human society or relationships. In such cases, theories become hypothetical, where either synergy (2+2=5) or dyssynergia (2+2=3) occurs. Suzawa (2013) further states that existing theories of learning are academic centred and not life-time centred; which does not offer real-life solutions to real-life problems (Sternberg, 2000; Wagner, 2000; Wagner 1987). Therefore, *theoractiveness* offers a deeper

understanding of theories being implemented into practice, which allows an individual to practice theories in real-life activities and in real-life situational environments. The understanding of how theories are being used in social sciences is *theoractive* learning. This is initiated by amalgamating content learning and process learning, which will generate a critical reflexivity through motor-reproduction and retention of learnt behaviour.

Therefore, the purpose and aim of this study is to highlight the learning behaviour and to elucidate the actions orientations behaviour either through an Art Obstinacy or the Science Obstinacy actions behaviour. More specifically, this paper further discusses on the obstinacy actions orientation through the Art and Science obstinate learning and practicing behaviour towards the outcome of becoming effectiveness and successful.

Figure 1. *Obstinate-Actions-Oriented Behaviour towards Theoractive learning of Art and Science of content learning, process learning and critical reflexivity*
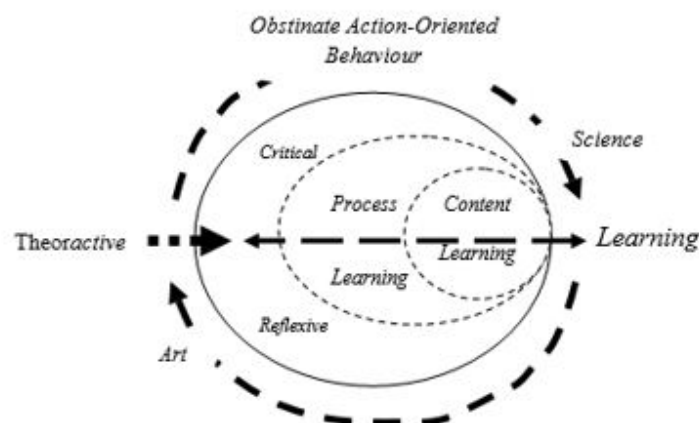


### An ontology of obstinacy towards action-oriented behaviour

*Theoractiveness* stems from content learning at a higher educational level in order to initiate a process learning paradigm. *Content learning* (Stroller. 2002; Israel et al., 2014) is strongly attached to the content syllabus of the curricula. Moreover, in an educational setting, content learning is based on teaching by the "*what method*", which is a *science-obstinate* action, whereas, teaching by the "*why and how*" method is an *art-obstinate* action. Although teaching by the "*what method*", does not incorporate how the theory can be processed in a real-life situation, it is an *art* for the learner to realise their learnt behaviour through process learning; this can be supported by the *theoractive* learning paradigm, by generating the art towards obstinacy action through attention, motor-reproduction and retention of the learning process and motivation (Harinie et al., 2017; Hartjen, 1974, Bandura and Jeffrey, 1973; Bandura and Walters, 1963).

In most cases, content learning fades when the process learning phases are obtained. Therefore, retention, motor-reproduction and motivating are essential to the learning process. *Theoractive* learning needs to be generated within the framework of content learning that is involved with processing of the learnt behaviour. However, adept learners demonstrate their learnt behaviour by applying the theory without understanding the theory or realising how they need to apply the theory and in which situations; this is instigated by their self-willed and self-taught behaviour.

Although subconsciously or unconsciously, some theories are being applied during the processing phase, it is equally necessary to understand how theories can be applied. The *art of obstinacy action-oriented behaviour* generates an understanding of the situation and the variables that the learner is interacting with. This creates the process of obstinacy to fit within the environment parameters and situations. Mainly in educational and social atmospheres, personality theory is highlighted and can be observed. However, it is an attribution error to assume that these variables can cause *theoractive* misrepresentation.

*Obstinate action-oriented behaviour* occurs during process learning, when learners are unsure about representing the learnt phenomena; which was activated by the teaching of *what* method during the content learning phase and leads towards critical reflexivity in the learning realm. However, *obstinate action-oriented* behaviour offers and enables the learners an opportunity to demonstrate the *how and why*, which generates the *art* of *obstinate action-oriented* behaviour learning. In the area of social science, especially with educational activities, where both teaching and learning occurs, the process and critical reflexive phases need to be strengthened to generate the *art* of *obstinate action-oriented behaviour* towards becoming successful and effective.

**Effectiveness vs Successful Obstinate Action-oriented Behaviour**

In many cases, successful and effectiveness are taken as synonyms to evaluate the characteristics of an individual. However, in social science, where absolutism is almost non-existence, successful and effectiveness can represent an extreme side. Successful individuals are theoractively smart; this could be due to the obstinate action of applying their skills and ability to win over others and the situational parameters. Obstinate action, in this study, is represented in a positive light and is also considered as an individual competence. Obstinate action is more of an *art* than a *science*; however, in general, obstinate action is both an *art* and *science*. In this study, obstinate action is represented in two facets: First, the *science-obstinate action*, which entails the absence of thought about a theoretically dysfunctional behaviour, in a given context or organizational setting, which may misrepresent an individual's personality. Second the *art-obstinate action*, which entails the action-oriented behaviour either to win or to influence the situation, for example, a clown in a circus, an actor in a movie or the leader in an organization.

In any given circumstance, remaining effective and becoming successful depends upon the individual's obstinacy and how much *art-obstinate action* one can demonstrate. However, effective obstinate action can be enriched through *theoractiveness* by understanding the situation and the theories applied. Management or social theories do not have any style(s); rather it is the personality of an individual, whether *Type A or Type B* (Alfulaij and Alnasir, 2014; Friedman and Rosenman, 1974) that determines the style of obstinate action learning. However, in obstinacy learning, being theoractively conscious further generates applying the same theory in different ways, by understanding the content learning and while it is being processed, further understanding its attributions.

*Science-obstinacy* is not generally applied. However, *art-obstinate* action intertwines one's skills and abilities resulting in success and skills in being *street-smart*. This enables an individual to competently cope in the real world, which is a rapidly changing environment. On the other hand, *art-obstinate action* can be difficult and result in catastrophic actions or behaviour of ill-repute. It is sometimes difficult to separate and

differentiate between the *science-obstinate actions* and the *art-obstinate actions*; while we may assume to be applying an *art-obstinate action*, it may however, manifest into a *science-obstinate action*. This can only be controlled by applying *theoractiveness* into the process learning, which illustrates an intellectual *art* of skills in maintaining effectiveness. This enables an individual to *personality style-fix* at the contextual settings, which is secure from *personality style-drift*, preventing personality misrepresentations.

**Ontology of Art-Obstinate Action and Science-Obstinate Action**

In higher education, *theoractive* learning is limited to content learning, while process learning is demonstrated in real situations. However, most learnt phenomena are applied unknowingly, this is a subconscious mind setting, which is critically reflexive of *theoractive* learning.

Both the *art-obstinate action* and the *science-obstinate action* are regularly experienced in higher education; and these types of obstinate action learning could be both functional and/or dysfunctional. The functionalism of obstinate action is guided by the *theoractive* learning behaviour, where most individuals are equally conscious about which theory(s) are being applied and how this represents the synergies. However, the dysfunctionalism of obstinacy behaviour is guided by one's perception and is not based on the facets of context and content learning. The process throughput time represents the dyssynergias and perhaps results in a personality misrepresentation.

In both the synergy and dyssynergia, obstinate action learning contributes to the evaluation of the individual's learning. The *art-obstinate action* generates the synergy, while the *science-obstinate action* may generate dyssynergia. In this study, both the *art-obstinate action* and *science-obstinate action* are considered as a positive reflection of the individual's *theoractiveness*.

More specifically, questions related to teaching by the "*what method*" are based on *science-obstinate action*, whereas, teaching by the "*why and how*" is based on *art-obstinate action*. Implications of theory cannot be an absolute science in sociology, education, and management etc. In such cases, *art-obstinate action* can influence implication of theories in the fields of education, management and sociology. Education at higher level studies are based on educational theories and multiple theories cover the syllabus and moreover, in management and organizational behaviour. The *art* of applying these theories into practice is within understanding and implementing *art-obstinate actions*. Teaching by "what method" about the theory or the content is a weak form of teaching, as it does not illustrate the implication of how these theories are being applied in a real-life problems and relevant environments; this relates to obstinate action learning of *science-obstinate actions*. Nevertheless, an educator at higher level studies, who focus on teaching by the *"why and how method"* can generate the learners' mind-set to subconsciously learn by the *theoractive* process; this relates to obstinate action learning of *art-obstinate actions*. As stated earlier, the term obstinacy is not taken as negatively in this study, however, obstinate action enables the learners to put the learnt theories into practice by understanding the *art* of applying the skills in order to succeed, as well as be effective.

**Discussion and Implication of Obstinate Action Learning and Leading**

*Art-obstinacy* enables us to achieve a desired objective by agreeing on common ground, through force exertion of persuading others over the advantage of winning the desired objective; consequently, the negative outcome of the disagreement may be

encountered. However, *art-obstinacy* enables the continuous and positive process of influencing. In the field of learning and leadership, the autocratic leadership style is defined as the exertion of forces over others, despite that the consequences of negativity are certain; however, people in the organization follow them. The leadership democratic and laissez-faire style are also based on *art-obstinate actions* of influencing others, however, rather through generating relational approaches. Nonetheless, all these leadership styles have a limit of fulfilling the desired objective.

Desired objectives can have two facets: organizational desire or the individual desire. Rajbhandari (2011) suggests *FOSS leadership*, which illustrates the leadership of *art-obstinacy* in two areas: *Focusing* on the objective, being *Optimistic* in achieving these objectives, *Striving* to accomplish and *Smiling* to tackle the immediate problems; which can also be processed through the obstinate learning by *art-obstinate actions*. This coincides with either becoming successful or being effective.

The *FOSS leadership style* and approach form two areas: negative *FOSS* and positive *FOSS*. In both of these streams, *art-obstinacy* is applicable. Negative *FOSS* aims to achieve personal success, while positive *FOSS* is concerned for organizational growth and development by remaining effective. However, in both of these cases of *FOSS*, leadership approaches have to deal with the people, policies, further planning etc. of the organiszation. *Art-obstinate action* enables a leader to obtain the leadership *personality style-fix* (Rajbhandari, 2017b) by *theoractively* reflecting on the dominant leadership style and creating positive situations and contextual variables.

Although dominant leadership style dictates the situation and characteristics of leadership, in this study, *art-obstinate action* creates the dominant leadership style by applying the *personality style-fix* through creating a suitable context to fit the specific leadership styles. The *art-obstinate action* stipulates that the *leadership fix* (Rajbhandari 2017b) generates a conducive climate for the leaders. Moreover, as followership domain is concern, fixing of followership towards the leader's conducive climate is also stipulated by the *art-obstinate action*; thus, generating a dominant leadership style by taking over control of the situation and followership domain.

Although *art-obstinate action* could be seen as a negative term, obstinate action learning is an essential component that enables individuals to hold onto their covered learning ground. In connection to obstinate action learning, are leadership theories, for example, great man leadership theory, leader-member exchange (LMX) theory, situational leadership theory, traits theory of leadership, behavioural leadership theory, Path-Goal theory etc.; these theories of leadership are influenced by *art-obstinate action.*

The great man theory by Carlyle (1840) claims "the history of the world is but the biography of great men". This theory signifies the essence of *art-obstinate action* of *maintenance of both leadership and followership* (Rajbhandari 2016, Rajbhandari and Rajbhandari 2015) by gaining leadership over others through the exertion of their tenacity to fight against the odds to result in a followership. In history, leaders won their leadership rights and victory by defeating the enemy on the battleground. The *art* of winning lies beneath the persuasive behaviour of leaders, who persuade the soldiers to fight, while the consequences could always be death. Leaders continue to excel in *art-obstinate action* in order to remain successful.

In the LMX theory (Dansereau, Graen, and Haga, 1975), a leader creates a conducive environment by forming in-groups and out-groups. The out-groups are slowly converted into in-groups, which is only possible through applying *art-obstinate action*.

The situational leadership theory (Hersey and Blanchard, 1988) is also influenced by *art-obstinate action*, where a leader determines the situations by how much the followers have matured enough to move onto the next level of the situational paradigm, even though the leader might not be ready. In this theory, a leader determines the followership and evaluates their maturity; whereas, leadership's readiness for flexibility and mobility is not evaluated (Rajbhandari, 2014). Consequently, in this theory, *art-obstinate action* maintains the dominant leadership style by stimulating the followership domain and the situational paradigm.

In the Path-Goal theory of leadership (House, revised in 1996), leaders are concerned with arriving at the destined goal. This illustrates the effect of obstinate-action behaviour towards instigating the followership domain by inspiring the energy needed to fulfil the organizational goal. This achievement through the Path-Goal theory of leadership can either produce successful leadership or effective leadership. In both of these cases, the followership domain is encouraged by seeing their efforts being applied by the leader's *art-obstinate action* in order to become effective and to make the organization successful. Both the leader and the organizations win, whereas the followership domain is not recognised as a winner.

Leadership behavioural theory also results in leaders, who excel through *art-obstinate action*. This theory focuses on two facets of a leader's behaviour: *relations-oriented behaviour and task-oriented behaviour* (Rajbhandari et al., 2016; Northhouse, 2010). From the study of Ohio State University in 1945 and University of Michigan in 1947 (Bass, 2008), leadership behavioural theory was developed to study leader's behaviour by using the Leaders Behaviour Descriptive Questionnaire (LBDQ). From both studies similar results were indicated; the Ohio State University (Stogdill, 1959), found that the leader's behaviour was people-oriented (consideration) and task-oriented (initiating structure). The study at the University of Michigan by Likert and researchers in 1947, identified leader's behaviour as employee oriented and production oriented (Bass, 1990; Likert, 1967). In both these behaviours, leaders demonstrate their skills of "*leadership style-fix*" by *art-obstinacy*, generating *action-oriented* behaviour through applying *action-oriented* behaviour towards balancing both the relations-oriented and task-oriented behaviour, in order to win the followership domain by generating "leadership equilibrium" (Rajbhandari, 2017b; 2013).

The leadership equilibrium is a behavioural pattern of the leader to match their follower's behavioural domain, through the use of appropriate *personality style-fix*, further controlling the followership's *personality style drift*. Although leaders may not be able to demonstrate the multiple behavioural patterns within the contextual variables, the *art-obstinate action* enables the leader to maintain *personality style-fix* by creating matching environments that are conducive to the leaders and followers always remain in the shadows. *Art-obstinacy* motivates *action-oriented behaviour*, which requires various variables to rectify situations and the followership domain. Moreover, *action-oriented behaviour* enables followership movement towards a leadership conducive climate, creating a profile of dominant leadership style and maintaining *leadership style-fix*.

However, in all of these cases, success comes to the one who initiates the *art-obstinate action* process learning.

**Conclusion**

*Obstinate action-oriented learning* is positive; even though many assume it to be a negative and humiliating term. In this study, the reflection of obstinate action learnings is taken as a positive term as it results in successful actions. Although being successful and effectiveness are similar traits, the winner is always acclaimed as successful, which results from obstinate action learning and by applying *art-obstinacy*. Moreover, obstinate action in this study is reflected in two facets: an art-obstinate action and the *science-obstinate action*. Although obstinate action learning is both an *art* and *science*, obstinate action is more inclined towards an art-obstinate action in applied science.

In summary, teaching by the "what method" are based on science-obstinate action, whereas, teaching by the "why and how" is based on art-obstinate action. In higher education, both the art-obstinate action and the science-obstinate action are experienced. The obstinate action learning could be both functional and/or dysfunctional. The functionalism of obstinate action is guided by the theoractive learning behaviour, while the dysfunctionalism of obstinacy behaviour is guided by one's perception and is not based on the facets of context and content learning. Moreover, Successful and effectiveness evaluates the characteristics of an individual. Successful individuals are theoractively smart; this could be due to the obstinate action of applying their skills and ability to win over others and the situational parameters. However, by manifesting theoractiveness learning from content based to process based and generating critical reflexivity through knowledgeable art of Skills, Ability, Comptences and Intelligence (SACI) can maintain the effectiveness at various levels.

*Theoractiveness* actions-oriented behaviour instigates critical reflexivity by combining the theories of content learning and process learning. Although, *theoractiveness* generates synergies, it is an *art-obstinate* action for an individual to intertwine the content learning into the process learning and does not guarantee the correct application of theories into practice within the immediate situational and contextual domain. However, in social environments, the *art-obstinacy action-oriented behaviour* initiates the personality style-fix, which can make an impact towards successfulness and effectiveness. Nevertheless, as education is ambiguous, so is the behaviour.

**References**

Alfulaij, A. R & Alnasir, F. A. (2014). Type A and B Personalities from a Psychological Perspective Among Medical Students. *Psychology Research*, *4*(7), 559-566.
Bandura, A. & Jeffrey, R. W. (1973). Role of symbolic coding and rehearsal processes in observational learning. *Journal of personality and social psychology*, *26*(1), 122-130.
Bandura, A., & Walters, R. H. (1963). *Social learning and personality development.* New York: Holt, Rinehart, & Winston.
Bass, B.M. (2008). *The Bass handbook of leadership. Theory, research and managerial applications,* 4th edn., The Free Press, New York.
Bass, B.M. & Stogdill, R.M. (1990). *Hand book of leadership theory, research and managerial applications*, 3rd edn., The Free Press, New York.

Berry Z. (2015). Explanations and implications of the fundamental attribution error: A review and proposal. *Journal of Integrated Social Sciences*, *5*(1), 44-57.

Carlyle T. (1841). On heros, hero worship and the heroic in history. Boston: Adams.

Dansereau F, Graen GB, Haga W. (1975). A vertical dyad linkage approach to leadership in formal organizations. *Organizational Behavior and Human Performance*, *13*, 46-78.

Friedman, M & Rosenman, R H (1974). *Type A Behaviour and Your Heart*, New York 1974.

Harinie, L. T., Sudiro, A., Rahayu, M., Fatchan, A. (2017). Study of the Bandura's Social Cognitive Learning Theory for the Entrepreneurship Learning Process. *Social Sciences, 6*(1), 1-6. doi: 10.11648/j.ss.20170601.11

Hartjen, Raymond H. (1974). Implications of Bandura's Observational Learning Theory for a Competency Based Teacher Education Model. http://files.eric.ed.gov/fulltext/ED091326.pdf

Harvey, J. H, Town, J. P and Yarkin, K. L. (1981). How Fundamental is "The Fundamental Attribution Error"? *Journal of Personality and Social Psychology*, *40*(2), 346-349.

Hersey, P. & Blanchard, K.H. (1988). *The management of organizational behaviour.* 5th ed., Prentice-Hall, Englewood Cliffs, NJ.

House, R.J. (1996). 'Path goal theory of leadership: Lessons, legacy and a reformulated theory, The Wharton school of management'. *Leadership Quarterly 7*(33), 323–352. http://dx.doi.org/10.1016/S1048-9843(96)90024-7

Israel, M., Marino, M., Delisio, L., & Serianni, B. (2014). *Supporting content learning through technology for K-12 students with disabilities* (Document No. IC-10). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovation-configurations/

Likert, R. (1967). *The human organization*, McGraw-Hill Book Company, New York.

Northouse, P.G. (2010). *Leadership. Theory and practice.* 5th edn., Sage Publication, Inc., Thousand Oaks, CA.

Rajbhandari, M. M.S. (2017a). Leadership Actions-Oriented Behavioral Style to Accommodate Change and Development in Schools. *Sage Open, 7*(4), October December 2017: 1–13. https://doi.org/10.1177/2158244017736798. http://journals.sagepub.com/doi/pdf/10.1177/2158244017736798

Rajbhandari, M. M.S. (2017b). Leadership Elasticity Enhancing Style-Flex for Leadership Equilibrium. *International Journal of Psycho-Educational Sciences*, *6*(2), 76-88. September, 2017. https://journal.kie.university/wpcontent/uploads/2017/09/8IJPESManiManSinghRa jb ndari.pdf

Rajbhandari MMS. (2016). Why do educational Leaders need maintenance? *International Journal of Educational Sciences*, *12*(1), 1-6 (2016). http://krepublishers.com/02 Journals/IJES/IJES-12-0-000-16-Web/IJES-12-1-000-16-Abst-PDF/IJES-12-1-001 16-759-Rajbhandari-M-M/IJES-12-1-001-16-759-Rajbhandari-M-M-Tx[1].pdf

Rajbhandari, M.M.S., Rajbhandari, S. & Loock, C. (2016). Relations- and task-oriented behaviour of school leaders: Cases from primary schools in Finland. *South African Journal of Childhood Education*, *6*(1), a360. http://dx.doi. org/10.4102/sajce.v6i1.360

Rajbhandari, M. M. S (2013*). School leadership en-route to grand leap. Cases from Nepal and Finland*. http://tampub.uta.fi/bitstream/handle/10024/94461/978-951-44-9235 8.pdf?sequence=1

Rajbhandari MMS. (2011). *Theoractive Learning: How Theory and Practice Meet. Perception of Students at The University of Tampere*, Finland. http://files.eric.ed.gov/fulltext/ED545537.pdf

Rajbhandari MMS. (2011). *Strengthening the Strength of Public-Private Partnership Model in Education. A Case Study of Durbar High School in Nepal*. ED516967. http://files.eric.ed.gov/fulltext/ED516967.pdf

Sternberg, R. J. (2000). Intelligence and wisdom. In R. J. Sternberg. (Ed.). *Handbook of intelligence*. New York: Cambridge University Press, 631—649.

Stogdill, R.M. (1959). *Individual behavior and group achievement*, Oxford University Press, New York.

Stoller, F. (2002). *Content-based instruction: a shell for language teaching or a framework for strategic language and content learning?* Available at:http://carla.umn.edu/cobaltt/modules/strategies/Stoller2002/READING1/stoller20 2.htm

Suzawa, G. S. (2013). The learning teacher: Role of ambiguity in education. *Journal of Pedagogy*, *4*(2), 220-236. Wagner, R. K. (1987). Tacit knowledge in everyday intelligent behaviour. *Journal of Personal and Social Psychology*, *52*, 1236—1247.

Wagner, R. K. (2000). Practical intelligence. In R. J. Sternberg (Ed.). *Handbook of Intelligence*. New York. Cambridge University press, 380—395.